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非英语专业大学生写作自我效能感实证研究  
——以龙岩学院非英语专业学生为个案

An Empirical Study on  
Writing Self-efficacy of Non-English Majors  
——Taking Non-English Majors at Longyan University for Example

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## Abstract

Self-efficacy, as a central concept in Albert Bandura's social cognitive theory, can exert a significant impact on English writing classes of College English. The research on English writing self-efficacy can motivate students to obtain effective ways to learn English, boost their confidence, and enhance their interest in foreign language learning.

This study attempts to probe into a correlative study on English writing performance and writing self-efficacy, and as a result, it can be concluded that what the major factors are that influence college non-English majors' writing self-efficacy, and it will further propose some implications and recommendations on English teaching and learning.

Two hundred and twenty junior students from many different majors at Longyan University were randomly selected as the subjects of this research. They were required to answer questionnaires that included a writing self-efficacy questionnaire and the factors that influence their writing self-efficacy scale. The statistics analyzed from writing self-efficacy scale can be correlated with the participants' CET-4 writing performance. All the statistics of the two questionnaires is examined by SPSS Ver.19.

The findings revealed in this study are as follows:

1) By Descriptive Statistical Analysis, it can be concluded that the status quo of non-English majors' writing self-efficacy is not high universally.

2) By the method of the Independent T-test, college non-English majors' writing self-efficacy correlates with their writing performance positively, and meanwhile, high-level students' writing self-efficacy is higher than that of low-level students. That means students with higher English proficiency can have stronger English writing self-efficacy. This method also shows that students' writing self-efficacy doesn't correlate with their gender, major, and area background. In other words, college non-English majors' writing self-efficacy has no relationship with their gender, major and area background.

3) By the Correlative Analysis, students' self-assessment on the importance of English writing correlates with their writing self-efficacy positively; as to the factors that influence students' writing self-efficacy, prior writing success, peer comparison, teachers' feedback, good writing state and internal writing attribution positively correlates with their writing self-efficacy.

Consequently, the final analysis conclusion is that writing self-efficacy positively correlates with writing performance, and the findings revealed in this thesis can provide many implications and recommendations for English teaching and learning.

On the one hand, teachers can help students strengthen their writing self-efficacy. Firstly, teachers can motivate students to learn before the actual learning has taken place and when students are writing, they are encouraged to use some effective writing strategies in practice. Secondly, teachers can endeavor to enable students to experience the pleasure of success during the writing process, provide regular and effective feedback to students about their English writing, create a relaxed writing environment for students and place emphasis on peer comparison and teacher's feedback.

On the other hand, students should spare no efforts to improve their writing self-efficacy. Firstly, greater attention should be paid to foster and enhance their confidence in English writing capabilities. Secondly, they should take into account the fact that good physical and emotional states are indispensable in English writing. Meanwhile, correct writing attribution, verbal persuasion and peer modeling are also effective sources to improve students' writing self-efficacy.

**Key words:** writing self-efficacy; English writing performance; non-English majors; influential factors



## 摘要

写作效能感,作为班杜拉认知理论的核心部分对英语写作教学给予很大的帮助。英语写作效能感的研究有助于帮助学生找到更有效的学习方法,提高他们的写作自信,增强英语学习的兴趣。本研究旨在探讨非英语专业学生的英语成绩与英语写作效能感的关系,从而提出影响非英语专业学生英语写作效能感的主要因素,对英语教学和英语学习提供参考和指导。

本文以闽西地区新建本科院校——龙岩学院作为研究目标,从中随机抽调220名不同专业,不同家庭背景的大三学生作为研究样本,他们均参加过全国大学英语四级考试。被试者应邀填写两份问卷:英语写作效能感调查问卷和英语写作效能感影响因素调查问卷。所得到的数据全部输入电脑,并结合大学英语教育委员会所公布的全国大学英语四级考试写作成绩,通过 SPSS Ver. 19 进行分析,得到的结论如下:

1) 通过描述性统计得出结论,非英语专业学生的英语写作效能感普遍不高,处于中等水平。

2) 通过独立样本 T 检验得出结论,英语写作效能感与英语成绩呈正相关,同时,高分组学生的英语写作效能感普遍比低分组学生高,这就意味着英语水平高的学生英语写作效能感更强。独立样本 T 检验的结果还显示出学生的英语写作效能感与其性别、专业和生源地没有任何相关。

3) 根据相关分析,学生对于英语写作重要性的评价与其英语写作效能感呈正相关。同时先前写作成功,同伴对比,教师反馈,好的写作状态以及内在写作归因与英语写作效能感呈正相关。

因此,本文得出如下结论:写作效能感与写作成绩密切相关,写作效能感对英语教学和英语学习有很大的促进作用。一方面,教师应激励引导学生正确使用有效的写作策略。另外,教师应努力使学生感受到写作成功的喜悦,对其写作提供定期有效的反馈,创造轻松的写作环境,重视同伴对比与教师反馈对学生写作成绩的有效作用。另一方面,学生应从自身加强写作效能感的培养。重视培养和加强自身写作信心,同时,正确的写作归因、教师的口头劝慰以及同伴的模范作用都是提高英语写作效能感的有效途径。

**关键词:** 写作效能感; 英语写作成绩; 影响因素; 非英语专业学生

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